

## Assessment Fact Sheet: Letter Identification

<b>Assessment</b>	<p>"Letter Identification," a subtest in Marie Clay's <i>Observation Survey</i></p> <p><i>Identificación de letras</i>, una de las pruebas del <i>Instrumento de observación</i> de Marie Clay</p>	
<b>Edition</b>	<p>For a detailed description of the assessment in English, see Clay, Marie. "Letter Identification" in <i>An Observation Survey</i>. 2<sup>nd</sup> ed. Portsmouth, NH: Heinemann, 2002. 82-90.</p> <p>For a detailed description of the assessment in Spanish, see Clay, Marie. <i>Identificación de letras del Instrumento de observación de los logros de la lecto-escritura inicial</i>. Portsmouth, NH: Heinemann, 1996. 68-71.</p>	
<b>Form</b>	<p>English and Portuguese: pp. 85-86 in <i>An Observation Survey</i></p> <p>Spanish: pp. 70-71 in <i>Instrumento de observación</i>.</p>	
<b>Materials</b>	<p>Pencil</p> <p>Letter Sheet (preferably laminated for use with multiple students)</p> <ul style="list-style-type: none"> <li>English, Portuguese - p. 85; Spanish - p. 70</li> </ul> <p>Letter Identification Score Sheet (1 per student being tested)</p> <ul style="list-style-type: none"> <li>English, Portuguese - p. 86; Spanish - p. 71</li> </ul>	
<b>Purpose</b>	<p>The purpose of this assessment is to determine how many letters, both uppercase and lowercase, a child is able to identify either by name, sound or word connection. It also informs a teacher of a child's preferred mode of identifying letters, the letters a child confuses, and the letters a child does not know.</p>	
<b>Who should administer?</b>	<p>Teacher who has received training in administering this assessment</p>	
<b>When should it be administered?</b>	<p><i>Kindergarten:</i>*</p> <p>Fall: by Nov 4</p> <p>Winter: by Feb 10</p> <p>Spring: by June 8</p> <p>*Once students meet end of the year benchmark, they do not need to be tested again.</p>	<p><i>First Grade:</i></p> <p>Fall: by Nov 4 (for students who didn't reach the Kindergarten benchmark)</p> <p>Winter: By Feb 10 (for students who didn't score 54 in English &amp; Portuguese or 61 in Spanish in the Fall)</p> <p>Spring: By June 8 (for students who didn't score 54 in English &amp; Portuguese or 61 in Spanish in the Fall)</p>
<b>Testing context</b>	<p>Individually by a teacher who has received training in administering this assessment</p>	

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<b>Time to administer</b>	5-10 minutes per child
<b>Administration</b>	Use only the attached scripts for administration of this assessment in the target language.  Student responses <b>MUST</b> be recorded in the form provided - p. 86 in English/Portuguese and p. 71 in Spanish.
<b>Scoring</b>	See attached guidelines.
<b>Helpful Resources</b>	Clay, Marie. <u>An Observation Survey</u> . 2 <sup>nd</sup> ed. Portsmouth, NH: Heinemann, 2002. 82-90.  Clay, Marie. <u>Instrumento de observación de los logros de la lecto-escritura inicial</u> . Portsmouth, NH: Heinemann, 1996. 68-71.

**Determining Proficiency**

Grade	Time of Year	Benchmark	
		English	Spanish
Kindergarten	Fall	26	61
	Winter	46	
	Spring	51	
First grade	Fall	54	61
	Winter	54	61
	Spring	54	61

English Language Letter Identification: Administration & Scoring

I. Administration (see p. 84 in An Observation Survey, 2002)

**To introduce the task:** Show the child the enlarged letter sheet.

- *What do you call these?*
- *Can you find some that you know?*

**Point to each letter in horizontal lines:**

- *What is this one?*

**If a child does not respond, use one or more of these questions:**

Try to avoid bias towards any one of them.

- *Do you know its name?*
- *What sound does it make?*
- *Do you know a word that starts like that?*

If the child hesitates start with the first letter of his or her name, and then go to the first line. Point to every letter in turn to keep the child's attention on the task and work across the lines. Use a masking card if necessary.

II. Scoring

- Use the "Letter Identification Score Sheet" (see p. 86). Be sure to include ALL information at the top of the sheet (name, age, date, recorder, etc.).
- Mark the **A** column for an alphabetical response, the **S** column for a sound, or the **Word** column for a word beginning with that letter. If a child gives an incorrect response, record that in the **I.R.** (Incorrect response) column. You may want to record the words the student gives.
- Score as correct:
  - Either an alphabet (letter) name
  - Or a sound that is acceptable for that letter

- Or a response such as "...it begins like...", where the child gives a word for which that letter is the initial letter or sound. Record the word the child says.
- Find the subtotals for each kind of response - alphabetical, sound and word beginning.
- Total the child's score, adding all 3 types of response together. Record this total in the Test Score box.
- Note letter confusions (e.g. a child says 'b' for 'd' - record as b/d) and unknown letters in the appropriate areas on the "Letter Identification Score Sheet."
- Under "Comment," record what the child said when asked what the letters were (e.g. "letters," "numbers," "ABCs," "I don't know," etc.)

**Spanish Language Letter Identification: Administration & Scoring**

I. Administration (see pp. 68-69 in *Instrumento de observación*, 1996)

**Para presentar la tarea:** Show the child the sheet with enlarged letters.

- *¿Qué son éstas?*
- *¿Puedes encontrar algunas que tú conoces?*

**Enseñando cada letra:** Point to each letter in horizontal lines.

- *¿Qué es ésta?*

**Si el niño no responde:**

Use una o más de estas preguntas y trate de evitar preferencia hacia una u otra.

- *¿Sabes el nombre de la letra?*
- *¿Qué sonido tiene?*
- *¿Sabes una palabra que empieza así?*

**Para ñ y rr, se dice:**

- *¿Sabes una palabra que tiene ese sonido?*

**Enseñando otras letras:**

- *¿Qué es ésta?*
- *¿Y ésta, qué es?*

If the child hesitates start with the first letter of his or her name, and then go to the first line. Point to every letter in turn to keep the child's attention on the task and work across the lines. Use a masking card if necessary.

II. Scoring (see p. 69)

- A. Use the *La hoja de resultados sobre la identificación de letras* (see p. 71). Be sure to include ALL information at the top of the sheet (name, age, date, recorder, etc.).

- Mark the **A** column for an alphabetical response (*respuesta con nombre alfabético*), the **S** column for a sound (*respuesta con el sonido que hace la letra*), or, if the student responds with a syllable, write in the syllable response (*respuesta de sílaba*) in that column.
- Mark the **Palabra** column for a word beginning with that letter and write the word.
- If the child responds with the correct letter or sound in **English**, mark the appropriate column with a checkmark and an *E*.
- If the child responds with a word beginning with the letter in English (e.g. *Superman* for *S* or *Q-tip* for *Q*), write the English word that the child says under the word column.
- If a child gives an incorrect response, record what the child says under the column **RI** (*respuesta incorrecta*).
- Score as correct:
  - Respuesta con nombre alfabético.
  - Sonido de la letra.
  - Palabra - una respuesta que dice....*empieza como*.... Dando una palabra por la cual la letra es la letra inicial.
  - Inglés - a response in English using the name, sound, or word that is correct.
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For letters that exist in Spanish but not in English, further prompting is suggested to determine if the child can identify these letters as units:

1. *LL//* can be identified as *elle* or *doble L*. A response such as *ele-ele* is not acceptable alone and requires further prompting to see if the child recognizes the letter as a unit.
2. *CH/ch* can be identified as *che*.
3. *rr* can be identified as *erre* or *doble r*. *Erre-erre* is not acceptable alone and requires further prompting.
4. *H/h* can also be identified as *muda*.

5. *rr* and *N/ñ* are the exceptions for accepting the middle sound in words as correct responses (e.g. *perro*, *niño*).
  6. Regional variations are acceptable. If clarification is needed, prompt further.
- Find the subtotals for each kind of response - alphabetical, sound and word beginning.
  - Total the child's score, adding all 3 types of response together. Record this total in the Test Score box.
  - Note letter confusions (e.g. a child says 'b' for 'd' - record as b/d) and unknown letters in the appropriate areas on the *Hoja de resultados sobre la identificación de letras*.

Under *Comentarios*, record what the child said when asked what the letters were (e.g. *letras*, *números*, *No sé*, etc.).

Portuguese Language Letter Identification: Administration & Scoring

I. Administration (see pg. 84 no livro An Observation Survey, 2002)

**Como introduzir a tarefa:** Show the child the sheet with enlarged letters.

- *O que você está vendo nessa folha?*
- *Você pode achar algumas que você conhece?*

**Aponte uma letra de cada vez nas linhas horizontais:** Point to each letter in horizontal lines.

- *Que letra é essa?*

**Se a criança não responder,** faça uma ou mais das perguntas abaixo:

Tente evitar qualquer tipo de preferência ao fazer qualquer uma dessas perguntas.

- *Você sabe o nome dessa letra?*
- *Que som ela faz?*
- *Você conhece uma palavra que começa com essa letra?*

If the child hesitates start with the first letter of his or her name, and then go to the first line. Point to every letter in turn to keep the child's attention on the task and work across the lines. Use a masking card if necessary.

II. Scoring

- Use the "Letter Identification Score Sheet" (see pg. 86). Be sure to include ALL information at the top of the sheet (name, age, date, recorder, etc.).
- Mark the **A** column for an alphabetical response (respostas dos nomes das letras), the **S** column for a sound (som das letras) or, if the responds with a syllable, write the syllable in that column.



- Mark the **WORD** column for a word beginning with that letter and write the word.
- If a child gives an incorrect response, record what the child says under **I.R.** column (Incorrect response).
- Score as correct:
  - O nome da letra do alfabeto
  - Ou o som que é aceitável para aquela letra
  - Ou uma resposta como "...começa igual a ...," quando a criança der uma palavra com a qual aquela letra é a primeira letra ou som. Registre a palavra que a criança disser.
- Find the subtotals for each kind of response -alphabetical, sound and word beginning.
- Total the child's score, adding all 3 types of response together. Record this total in the Test Score box.
- Note letter confusions (e.g. a child says 'b' for 'd' - record as b/d) and unknown letters in the appropriate areas on the "Letter Identification Score Sheet."
- Under "Comment," record what the child said when asked what the letters were (e.g. "letras," "números," "ABC," etc.).